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ABSTRACT

This study reviews current research on teacher mentors. Mentoring is defined as teacher-to-teacher coaching or counseling. The annotated bibliography covers articles that deal with: (1) descriptions and definitions of mentors; (2) mentoring as a vehicle used in teacher induction programs; and (3) the value of mentoring as a staff development tool. The points are made the training is necessary for mentors, that mentoring can reduce teacher isolation, and that mentors receive professional benefits through assisting other teachers. Research on various forms of mentoring is discussed and some recommendations are made. (JD)

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An Annotated Bibliography of Current Literature
on the Mentoring of Teachers:
Collegial Mentoring Promotes Dual Professional Growth

by
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Course E591
Research Project in Elementary Education
Indiana University at South Bend
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INTRODUCTION

Various forms of apprenticeships have been used as teaching tools throughout history. Therefore, the idea of teachers learning from teachers is not new. Although valuable, Richard Weber points out that genuine mentoring is not often found within educators' ranks (1; 10). Recently, however, many attempts have been made to utilize this technique to upgrade the teaching profession. For example, many states have implemented mentoring programs for new teachers, but, according to Galvez-Hjornevik, the effectiveness of these programs has not yet been fully documented (7).

The process of mentoring and the resulting relationship between colleagues, do not necessarily evolve naturally. Lois and Norman Sprinthall stress the importance of training for the mentor (7). Effective supervision, a complex human helping task, requires higher order instructional skills than classroom teaching (9). This training, they admit, takes time, but, as in other professions, can be successfully implemented.

With appropriate training, mentors can help break down the norm of isolation and autonomy while cultivating collegial interaction and assistance for all teachers (Shulman, 1). Lois Thies-Sprinthall, in her article, "A Collaborative Approach for Mentor Training: A Working Model," recognizes that mentoring can go beyond the beginning teacher/experienced teacher relationship to benefit a school's staff development program (15). Showers (1984), urges schools to incorporate peer/coaching as a means of

countering isolationism with collegial facilitation (57). It is, therefore, recommended that mentoring go beyond teacher induction to assist in the development of positive, collegial staff relationships.

STATEMENT OF THE PROBLEM

Collegial mentoring, typically used to facilitate the induction of new teachers into the profession, may also serve as a developmental program for veteran teachers.

ORGANIZATION OF THE STUDY

This study will review current research pertaining to teacher mentoring. Mentoring will be defined as teacher-to-teacher coaching or counseling. First, different aspects of mentoring will be defined and described. Secondly, mentoring will be viewed as the vehicle used in a teacher induction program. Thirdly, the value of mentoring as a staff development tool will be explored. Both areas of mentoring will contain similar components; training is necessary, teacher isolation is reduced, and a mentor receives a professional boost through assisting. Research will be examined and support for/against these forms of mentoring will be credited.

LIMITATIONS OF THE STUDY

The study of teaching is unique due to the limitations that teacher interactions have for statistical observations and/or comparisons. There appears to be no precedent of mentoring in

today's system of education. Mentoring creates a different status which redefines roles of teachers and principals. The idea of placing an adult in a colleague's classroom for a constructive, mutually-defined purpose is also new to the profession. Research in this area is limited. The reliance upon "talk," through interview and questionnaire, must serve as an interpretation and inference. Researchers may or may not bias collected data through their own interpretation (Little, "Norms..", 328). Bird recognizes limitations of efforts of researchers concerning "the complexity of teaching as teachers experience it" (27). He further states that mentors are being asked "to do something which they have never or seldom done, nor ever seen" (28). This study will review the available research on teachers mentoring teachers and draw conclusions based on the evidence presented.

GLOSSARY

change agent - any vehicle that promotes the "stimulation and spread of educational innovations" (Berman and McLaughlin, Rand Study, 73)

coaching - "in-service training of teachers through close supervision of teaching procedures" (Good, 109)

coaching relationship - "results in the possibility of mutual reflection, the checking of perceptions, the sharing of frustrations and success, and the informal thinking-through of mutual problems" (Joyce and Showers, 1982, 6)

feedback - "error-correcting information returned to the control center of a servomechanism enabling it to offset deviations in its course toward a particular goal" (Good, 237)

mentor - "...mentor(s) are experienced professionals who enjoy sharing their enthusiasm, understanding, and perspective of the full meaning of a professional career with those entering the field" (Schmidt, 4)

mentor relationship - usually experienced "as a novice or apprentice to a more advanced, expert, and authoritative adult. As the relationship evolves, he {the novice} gains a fuller sense of his own authority and his capability for autonomous and responsible action. The young man {novice} increasingly has the experience of 'I am' as an adult, and the relationship becomes more mutual..." (Levinson, 98)

peer coaching - "...a method of improving teaching effectiveness in which teachers work with one or more colleagues to achieve specific instructional goals through a process of regular observation and feedback" (Munro and Elliott, 25)

transfer of training - "the influence that the existence of an established habit, skill, idea, or ideal exerts on the acquisition, performance, or relearning of another similar characteristic: such influence may facilitate new learning (positive transfer), retard or inhibit new learning (negative transfer), or be of negligible effect on new learning (zero or indeterminate transfer)" (Good, 621)

ANNOTATIONS

THE ART OF MENTORING

ERIC Digest. "Teacher Mentoring." ERIC Clearinghouse on Teacher Education, Washington D.C. August 1986, ED 271 477.

Mentoring is described as "the establishment of a personal relationship for the purpose of professional instruction and guidance" (3). Using Bova and Phillips' list of ten characteristics evident in mentor-protege relationships, mentoring is viewed as both an induction process and a tool for general staff development. The California and Kentucky programs are applauded for the professionalization of teachers by their involvement in extensive training programs. It is concluded that, although most of the programs are documented largely by opinion surveys, mentoring programs can be valuable experiences for all involved.

Fagan, M. Michael, and Glen Walter. "Mentoring Among Teachers." Journal of Educational Research, Nov./Dec. 1982, 76(2), 113-117.

Fagan and Walter defined a mentor as "an experienced adult who befriends and guides a less experienced adult" (113). They developed a survey, called the Kentucky Mentoring Survey, to identify mentoring experiences of 107 teachers, 70 policemen, and 87 nurses. After administering the survey, more optimism was found for the educator than was expected by the authors. More veteran teachers, they discovered, are serving "proteges" as informal mentors. One of the most positive aspects of mentoring, according to the teacher proteges, was that the mentor helped them gain self-confidence. Those also identified with a mentor realized more job satisfaction. Traits most often acquired through mentoring a fellow-teacher included dedication to the job (43%) and self-discipline and hard work (41%). The authors point out that, according to the surveys taken, the quality of the teacher-protege relationship was not as good as that in the other two professions. They conclude that informal mentoring has the advantage of being more natural. However, due to the lack of conclusive research, they admit that "formal mentoring may be worth trying" (117).

Galvez-Hjornevik, Cleta. "Mentoring Among Teachers: A Review of the Literature." Journal of Teacher Education, Jan./Feb. 1986, 37, 6-11.

Galvez-Hjornevik uniquely referred to mentoring as a "vehicle by which errors in judgments can be seen in a way that allows a young protege to grow in wisdom and not in rebellion" (6). She concluded that use of the term for teacher induction was probably not correct. Loosely defined, it means coach/trainer--one who presents a positive role model, an opener of doors, a sponsor, a successful leader, or protector.

Daloz, Laurent A. "Mentors: Teachers Who Make a Difference." Change, Sept. 1983, 15(6), 24-27.

Daloz relied upon his own expertise as a mentor with the Vermont College Adult Degree Program and the Johnson College External Degree Program, to present his view of mentoring. He attributes the current popularity of mentoring to the fact that there is agreement that education is a developmental process. Therefore, in accordance with Levinson's description of life's developmental stages, mentoring has a place in this process. Mentors serve as guides through the transition from one stage to another, most specifically in teaching, from novice to experienced teacher. Daloz defines the mentor's role as one that might "point the way" for the aspiring young educator, offer encouragement and support for the inexperienced, and challenge the novice to be the best he/she can be.

Nejedlo, Robert J. "What the Literature Tells Us About Mentoring." Thresholds in Education. Aug. 1987, 13(3), 8-13.

Nejedlo concludes that, although there is no conclusive research to prove that mentoring is effective, there is evidence of the benefits derived from the process. Stress is placed on the localizing of the mentoring procedure to "fit" the needs of the staff who develop it.

Orlett, Johanna. "Developmental Education at the College of Saint Teresa: Mentoring and Development Portfolio Transcript Program." Developmental Transcripts, College of St. Teresa, Winona, MN, 1986. ED 277 321.

This document contained examples of instruments used to verify students' project progress while at the college. These students' evaluation results and student developmental transcript portfolios provided the information upon which the conclusions were drawn. Mentors were described for this program as being "non-judging facilitators of students' decisions about their own development" (p. 11). Mentors were to work closely and personally with students as they completed their performance objectives. They are described as older, wiser people who serve as a master to their student apprentice, providing motivation and assessment. The success of this program of mentoring was attributed to aligning a proper match between the developmental stages of both the mentor and the "mentee." If, by chance, the mentor relationship occurred naturally, success was seen to be relative to the maturity of the mentor at the time of the guidance given. After studying the results of this program, Orlett observed an indirection benefit, increased collegial, mutual, respect of faculty and student members for one another.

Levinson, Daniel J., et al. The Season's of a Man's Life. New York: Alfred A. Knorpf, 1978.

In examining adult development, the authors developed a study, supported by interview and case analysis, identifying certain stages of development within a man's life. The resulting complexities and satisfactions were noted. The mentoring process, as relative to the different stages of adult development, was viewed as essential. In fact, Levinson credited a successful life, or the realization of a man's Dream, with a positive mentoring experience. Man's growth as a result of his own mentoring was also seen as invaluable. Levinson, in this study, noted that, "Given the value that mentoring has for the mentor, the recipient, and society at large, it is tragic that so little of it actually occurs" (254).

Roche, Gerald R. "Much Ado About Mentors." Harvard Business Review, Jan./Feb. 1979, 14-28.

In the field of art it is nearly mandatory that one seeks out a mentoring relationship with a master. Roche used this fact to support the idea of mentoring in other professions, especially in business, his concern. In reporting the results of a study investigating mentorships involving business executives, Roche discovered that this relationship was most prevalent among the elite. Two-thirds of those responding had had a mentor sponsor, mentoring has occurred more often in the last twenty years, and executives who have been mentored had a high salary at a younger age, and in turn, serve as a mentor to more proteges than those who have not had a mentor. Another important side effect of mentoring, as discovered in the results of his questionnaires, those who had a mentor also receive more "pleasure" from their work. Roche noted that these "business world" mentor relationships usually develop into lengthy friendships, notably different than Levinson's observation that most mentor relationships break off, more often than not, with some animosity.

Schmidt, Wesley I. "Mentoring: The Concept and Theory." Thresholds in Education, Aug. 1987, 13(3), 4-7.

Schmidt, upon examining the literature, has defined mentors as "experienced professionals who enjoy sharing their enthusiasm, understanding, and perspective of the full meaning of a professional career with those entering the field" (p. 4) He saw the mentor relationship as a commitment between mentor and protege that resulted in an intense, personal bonding, highlighted by mutual respect and caring communication. Schmidt, through his survey of mentoring, conceded that, although not all relationships were successful, successful careers were more often ones that had experienced some form of mentoring than none at all.

Kram, Kathy E. Mentoring at Work. Developmental Relationships in Organizational Life. Illinois: Scott, Foresman and Co., 1985.

What began as a study of mentor relationships between junior and senior managers in one corporation, expanded into a second study to clarify the nature of a variety of relationships between colleagues, peers, and mentors. Kram incorporated the use of interviews, similar to those employed by Levinson (1978), to support her own theories of the benefits of mentoring. Obstacles to mentoring within the work place, she noted, are often too overwhelming. She used her own studies to again support the value of mentoring for the mentor as well as for the recipient of the process. Furthermore, Kram saw evidence of the value of mentoring during all stages of one's career. Kram's utilization of managers' personal accounts developed a basis for the understanding of mentoring at work. Kram identified four stages involved in the mentoring process: initiation, cultivation, separation, and redefinition (151). Kram's "Principles for Designing Education on Mentoring" (p. 172) served as guidelines for providing behavioral and attitude experiences for persons at the more advanced, or career, stage of the developmental process. Coupled together, these two concepts can be used to formulate a planned mentoring program.

Shapiro, Eileen C., Florence P. Haseltine, and Mary P. Rowe, "Moving Up: Role Models, Mentors, and the Patron System." Sloan Management Review. Spr. 1978, 51-58.

During their study of recent women's conferences, the authors have noticed, through data collected during discussions, the emergence of three attributes of mentor relationships. The benefits of individuals being influenced and guided by another peer, who may be older and wiser, have been recorded. These role models appear to have gone beyond the idea of "peer pals" toward a more supportive figure to whom they can identify. The acquisition of this mentor-type relationship showed a positive relationship to career success, both in a personal and professional manner.

Stahlhut, Richard, et al. "Mentor-Protege Relationships during Student Teaching." Paper presented at the Annual Meeting of the Association of Teacher Educators, Houston, TX. Feb. 15-18, 1987. ED 279 659.

This study sought to better understand the congruencies and/or disillusionments of beginning teacher's and cooperating teacher's perceptions. By evaluating questionnaires and journals prepared by mentors and interns, several conclusions and implications were drawn. It was noted that when students teachers were trained in the area of role behaviors, a Reciprocal Mentor Protege Relationship (RMPR), as seen by both parties, developed 88% of the time. Proteges believed they received more benefits than the mentors thought they provided. To properly develop, it was implied that both parties needed time for discussions, mentors needed appropriate skills to coach proteges through observation, discussion, and modeling, mentors needed to be able to positively critique protege behaviors, and mentors needed to be able to see their effectiveness more clearly. Major benefits seen were new friendships (breaking the isolation barriers) and a student's exposure to a positive role model.

Gehrke, N.J., and R.S. Kay. "The Socialization of Beginning Teachers Through Mentor-Protege Relationships." Journal of Teacher Education. May/Jun. 1984, 21-24.

The authors examined 300 teachers from 12 schools (3 high schools, 3 middle schools, and 6 elementary school) in a Western suburban school district looking for evidence of naturally occurring mentoring. Using a short questionnaire, 111 of the 188 teachers who responded had known such a relationship. A comparative analysis was completed through the transcription of taped participant interviews. The mentoring process was usually prompted by "mentor" showing care and concern for a colleague. Most often this partnership developed with a specific purpose, an area of teacher training. As the relationship developed, it became more profession and personal. Mentors were most often described as having a genuine interest in the protege; being helpful, caring, and willing to take the time to assist; and as a professional role model they were dedicated, friendly and outgoing, patient and influential (23). Gehrke and Kay concluded that both teachers must desire to enter this "special, comprehensive relationship"(23).

Gehrke, Nathalie. "On Preserving the Essence of Mentoring As One Form of Teacher Leadership." Journal of Teacher Education. Jan./Feb. 1988, 43-45.

Gehrke is concerned that the role of mentoring may be minimized and become a function of statistics instead of, as it was intended, an interpersonal relationship. She has researched the mentoring role and feels certain characteristics must be maintained to culminate a productive relationship. These characteristics included a choice given both to the mentor and the protege, ample time given to develop this relationship, and goals which are a collaborative agreement between both parties. A conscious move toward independence must be made. Gehrke realized individual strengths and weaknesses will enhance the reciprocity of this mutual relationship. Open dialogue and the sharing of the whole life vision are also necessary ingredients which will bring back Gehrke's classical meaning of mentoring.

Feiman-Nemser, Sharon and Robert E. Floden. "The Cultures of Teaching." Handbook of Research on Teaching, Third ed. New York: McMillan Publishing Co. 1986. 505-526.

The authors addressed the fact that "practical wisdom of competent teachers remains a largely untapped source of insights for the improvement of teaching. Uncovering that knowledge has become a major task in research on the cultures of teaching and can lead to policies that build on what teachers know" (p. 505). Researchers have continually referred to teachers as isolationists within a community of teachers who share common needs and interests. However, concession is made that this is an area that is difficult to research, since it deals with personalities, and practical knowledge is difficult to describe. This idea supported the need to break down these barriers of isolationism within schools.

Little, Judith Warren. "Moving Toward Continuous School Improvement." Making Our Schools More Effective: Proceedings of Three State Conferences. Far West Laboratory for Educational Research and Development, San Francisco, CA, Jun. 1984, 213-220. ED 249-576.

Little advocated teacher collaboration be institutionalized in today's school systems. She further concluded that some achievements require more than one person's energy, ideas do not have to be perfected to be all right, and we don't have to behave "oddly" to change behavior in schools. She challenged staff developers to employ organizational techniques to lump areas together to better see the total picture. Teachers interacting collaboratively and collegially can meet the needs of their local districts. "Rough edges", she contends, are there to give them something to hang on to (215). Using teachers as teacher observers would allow much more observation and feedback than one principal can accomplish (217). Coupled with the provision of release time and training for teachers in these areas should be a commitment to utilize these skills among the staff. Little promotes the idea of "getting better together" which should "pay off in large and small ways for students, teachers, administrators, schools, and communities" (220).

George, Marilyn. "Teachers Meeting Needs of Colleagues: Kern High School District's Mentor Teacher Program." Proceedings of the First International Conference on Mentoring, Vol. I. William A. Gray and Marilynne Miles Gray, ed. International Association for Mentoring. Vancouver, B.C. Canada, 1986. 93-100.

Ms. George stressed that the understanding of the adult learning style was essential to the involvement of teachers in California's Mentor Teacher Program. Her findings supported Neale, Bailey, & Ross's (1981) premise that teacher development and change are directly related to the most effective ways adults learn. Therefore, in order to internalize learning, it must be directed by the participants themselves, involve experiential and problem solving activities, and be directly related to the participant's occupation. George presented a "map" of the behaviors identified through the mentoring process, compiled as a result of her relationships with the participants in California's Mentor Teacher Program. The rewards of mentoring thus included, facilitating workshops, supporting new teachers, encouraging sharing among colleagues, personal growth, keeping colleagues and administrators informed about mentor projects and sharing instructional tools and curriculum projects (97).

AN EXAMINATION OF MENTOR-TEACHER
PROGRAMS IN ACTION

Gray, William A., and Marilynne M. Gray. "Synthesis of Research on Mentoring Beginning Teachers." Educational Leadership. Nov. 1985, 43(3), 37-42.

While the authors reviewed the literature on mentoring, pulling together the characteristics and defining the roles so as to meet their own needs, they also relied upon their own studies of the particulars of the relationship itself to support their own Mentor/Protege Helping Relationship Model. In contrast to Phillips's six-stage model and Kram's four-stage model, Gray and Gray purposed a five-stage model. Mentors, after being trained in their model, were better able to help their proteges in areas of leadership, role-modeling, instruction, demonstration, motivation, supervision, counseling, and indirect mentoring. Provided this training, mentors can, believe the authors, successfully lead proteges to Level 5, or autonomy. Although actions and reactions of mentors and proteges are explained for this progression through the different levels, the details of the training is not presented. Gray and Associates Mentorship Training Programs are based in Vancouver, B. C., Canada.

Anderson, Eugene M., and Anne Lucasse Shannon. "Toward a Conceptualization of Mentoring." Journal of Teacher Education. Jan./Feb. 1988, 38-42.

The authors supported mentoring as an intentional act versus a casual or incidental process. They referred to the origin of the term, from Greek mythology, which characterized the Mentor as having direct responsibility for the success or failure of Telemachus. The authors, drawing upon several definitions, concluded that the mentor is engaged in teaching, sponsoring, encouraging, counseling, and befriending another. Their Mentoring Model (p. 41) shows the relationship between these basic components.

Egan, James B. "Induction the Natural Way: Informal Mentoring." Paper presented at the Annual Conference of the National of States on Inservice Education, Nashville, TN. Nov. 1986, ED 275 656.

Fifteen protege teachers and six mentors were observed to determine the extent of naturally occurring mentor relationships within the teaching progression. It was seen that the mentor served as modeler of and teacher of many different teaching skills. It was also suggested that different types of mentoring might be needed at different types of a career. Participants agreed that the time spent by proteges and mentors "talking together" (conferencing) was most beneficial to the mentoring relationship. A mentor who has acquired an understanding of adult learning skills greatly enhanced the protege's ability to problem solve. Naturally occurring mentor-protege relationships allowed proteges to feel autonomous, which is essential for growth. Therefore, the mentoring relationship itself becomes an empowerment tool. This tool works to benefit both the protege, and the mentor, who improved their own skills and feelings of professionalism. Egan stressed the positive effects this could have for the school district.

Problems were seen to arise when time and availability limitations stressed the development of the relationship. Decreasing the mentor's teaching load and/or rescheduling may assist mentors. This study reinforced the idea of mentors growing professionally themselves by providing assistance to new teachers. One of the question left unanswered was how naturally occurring mentorships would compare to formalized ones. Egan did note that further research is required.

Boser, Judith A., and Patricia Davis Wiley. "Intern Mentoring in an Alternative Teacher Preparation Program." Paper presented at the Annual Meeting of the American Educational Research Association, Washington D.C. Apr. 1987. ED 282 859.

Data, collected from seventeen pairs of mentor-intern pairs, was used to study the mentor relationship that developed, if, indeed, one did, and if so, some other characteristics of this relationship and the perception parallels that resulted between the two participants. The evaluations of the questionnaires resulted in these findings. Interns valued their mentors as "confidants, teachers, role models, and/or openers of doors," seldom viewing them as "developers of talent or successful leaders." Mentors, on the other hand, saw themselves foremost as confidants, secondly, as role models, and thirdly, interesting enough, as successful leaders. All of the interns, and all but one mentor, felt the mentors had faith in them and their teaching abilities. Overall, mentors believed that they were more involved in the whole process, than was witnessed by the interns.

Weber, Richard M., "Mentoring in Teaching." Resources in Education. Jan. 1987. ED 277 675.

Although research shows that teacher mentoring is limited, Weber urged its employment. His research identified the "essential elements" of a mentoring relationship as "socialization, individual adjustment, and nurturing." He admitted there are forces that "undermine mentoring in teaching." Teacher isolation, caused by divisions created in a school's curriculum, is one such force. Teachers, secondly, reach the top of the ladder and have no place to go, thus causing dissatisfaction with the profession. Third, teachers are not empowered to make critical decisions that could benefit their mentor relationships. The fact that few young teachers are being hired, according to Weber, constituted the fourth area that limits the possibilities of successful mentoring.

Using Virginia's Beginning Teacher Assistance Program as a model, Weber is concerned that informal coaching is given precedent over mentoring. California's Mentor Teacher Program is similarly criticized. He feels both programs underestimate the power of teacher mentors and the necessity of their training in "adult learning theory and adult coaching skills."

Godley, Larry B., and Donald R. Wilson, and Beverly J. King.
"The Teacher Consultant Role: Impact on the Profession."
Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education. Feb. 1986
ED 271 466.

The authors described the Oklahoma Entry Year Assistance Program. Classroom teachers in Oklahoma were asked, in 1980, to assume teacher consultant roles. These consultants, having met minimal state requirements, were asked to spend a minimum of 72 hours in observation and consultation with the beginning teacher during this year. The responsibilities also included evaluation, for which a stipend was paid through the Oklahoma State Department of Education. Studies conducted during this program have revealed that consultants viewed their performance as mostly a resource person, evaluator, and provider of "work socialization." Successful role performance factors were also identified: teaching experience, interpersonal, collegial, and processing skills. When looking at mentoring and/or peer coaching as a staff development tool, it was important to note that all 26 teacher consultants interviewed agreed that they profited professionally by being involved with the program.

Hawk, Parmalee, "Beginning Teacher Programs: Benefits for the Experienced Educator." Action in Teacher Education. Win. 1986-87, 8(4), 59-63.

Hawk, as a member of the ATE's Teacher Induction Committee, collected data at the end of the first year, 1985, of North Carolina's Teacher Induction Program. Team members were asked to evaluate, in a questionnaire and discussion format, their year-long experiences. Hawk tabulated that 99% of the members reported that the assistance they gave to beginning teachers was helpful or very helpful. However, more than half felt they were not able to give the beginning teacher as much support as was truly needed. More than two-thirds of the mentor teachers felt their mentoring experience had "definitely" provided professional growth for themselves. More than half of the principals and supervisors involved in the program responded similarly. Only 1% felt they had NOT grown professionally. Elaborating on this professional growth, more than half of the mentors commented that the experience had brought about focus and improvement on their own teaching skills, created awareness of the need for communication among educators, and promoted an understanding of supervisor's roles. Training in effective teaching techniques and the atmosphere of helpfulness among their peers were prominent themes in discussion groups. All participants criticized the program due to the lack of time provided to adequately respond to the beginning teacher's needs. Team members did not designate whether the training provided or actual program activities were the cause of their professional growth.

Huffman, Gail, and Sarah Leak. "Beginning Teachers' Perceptions of Mentors." Journal of Teacher Education. 37(1), 22-25.

Following a year of involvement in North Carolina's Beginning Teacher Program, 108 new teachers, provided with a support team, were surveyed. Of these teachers, 96% responded that they "soundly endorsed" the mentor assignments. Most of the benefits were seen as "assistance" provided for the improvement of the beginner's teaching techniques. These new teachers also valued the collegiality and encouragement offered by their mentors. The provision of feedback and evaluation, given by the mentors in a friendly, constructive attitude, were also seen as important. Nearly all (93%) of the respondents felt it was beneficial for mentors to teach the same grade and/or subject. The beginning teachers responding to the survey also noted that the mentors should not formally evaluate them.

Coughlin, Robert. "Master Teacher/Mentor Teacher: Two Approaches to Educational Excellence." Thrust, Feb./Mar. 1986, 41-43.

Coughlin credited the revival of educational mentorship to the public's demand for "educational excellence." The age old occupation of master teacher has been given a new leadership role. Recalling Secretary of Education, Terrance Bell's remedy for improving the quality of education, Coughlin assertively stated that the master/mentor teacher program can meet the requirements. These included attracting the most talented students into education, offering effective teachers incentives to stay, and expanding and improving present teaching skills. The Tennessee Master Teacher Plan, as studied by Coughlin, provided professional advancement for "master teachers." Other states, for example, California, have mandated a mentor teacher plan, which would also provide professional advancement (though often times, only on a temporary basis) to teachers, who, in the eyes of administration and their fellow teachers, exemplify themselves as "masters" of their trade. The more relaxed atmosphere of the mentor plan, according to Coughlin, would be the more practical of the two. Both plans, still in the incubation stage, need to be scrutinized and reworked. However, due to the "nature of the beast," they both are more readily accepted than the idea of merit pay.

Sultana, Quaisar., and Esther Leung. "Evaluation of Resource Teachers: Kentucky Beginning Teacher Internship Program." Paper presented at Annual Meeting of Mid-South Educational Research Association, Memphis, TN. Nov. 1986. ED 278-647.

During the first year of teaching, each new teacher in the Kentucky Beginning Teacher Internship Program was paired with a "resource teacher". This document summarized the findings of an evaluative study of this program. These findings validated that beginning teachers see the resource teacher as the key to their success during this first year. Resource teachers provided assistance most often in the area of classroom management. The main weakness of the arrangement was that the resource teacher had to manage her/his regular teaching assignment and in addition provide from 20 to 50 hours out of the classroom helping interns. This, they felt, was too excessive. Many also thought their interns were doing a good job and didn't need help.

Zimpher, Nancy L., et al. "The Right Stuff: Essential Elements for Structuring an Induction Year Program." Paper presented at the Annual Conference of the National Council of States on Inservice Education. Nashville, TN. Nov. 1986. ED 275 663.

Objectives identified with the Franklin County/Ohio State University Induction Project were presented. For the purpose of this project, a mentor teacher is characterized as a volunteer and is defined as an experienced, master teacher, who is "personable" when dealing with teachers. The mentor was expected to understand the needs of the mentor role and was NOT seen as an evaluator. The mentor was chosen by an administrator and/or teacher representative, or the mentor volunteered. New teachers participation was also voluntary. The authors label the mentorship-induction programs as a form of staff development.

Bova, Brenda Murphey., and Rebecca R. Phillips. "Mentoring as a Learning Experience for Adults." Journal of Teacher Education. May/Jun. 1984, 35 (3), 16-19.

The authors surveyed 307 men and women, ages 19 to 52, in professional associations and graduate programs, at the University of New Mexico. Classifying their findings into four categories, the authors reported that certain behaviors were identified among mentors. These included abilities in risk-taking, communications, political, and specific skills related to their professions. They concluded that mentoring relationships were crucial to a professional's development.

Butler, Dean E. "Mentor Perceptions of Mentoring and Internships in MAT and Lyndhurst Programs--Cycle I." Memphis State University, TN. Nov. 1986. ED 280 837.

Data was collected and analyzed to document the Master of Arts in Teaching (MAT) Program and the Lyndhurst Fellowships, one-year programs to facilitate secondary teachers' certification at Memphis State University. By decoding responses in interviews and questionnaires, researchers found that these mentor programs were "effective." These relationships were observed to encourage socialization in the schools. Strong emotional bondings allowed coaching to take place. Major drawbacks to the process were the lack of experience on the part of the mentors and time limitations due to the mentors' regular classroom responsibilities.

Kent, Karen M. "A Successful Program of Teachers Assisting Teachers." Educational Leadership. 43 (3), 30-33.

Kent, past manager of the Teacher Advisor Project at the Marin County Office of Education, summarized research collected by the Project in the five years of its existence. Founded as a staff development program, it created two new positions for teachers: teacher advisors and peer facilitators. The beliefs that teachers will strive to be self-directional and that to affect change within the classroom, on-site assistance must be given, formed the base for this project. Five established teacher-roles were documented after the five-year study. These included resource linker, facilitator, trainer, colleague/coach, and supervisor. Recommendations, resulting from data collected during this study, would aim to supply additional training, diminish jealousies that arise, and address the fear of the responsibilities and dangers of teacher empowerment.

Wagner, Laura A. "Mentor Teacher Program (Revised 9-84)." Program Advisory, California State Department of Education. Sacramento, CA. Sept. 1984.

This document outlined the established criteria for the California Mentor Teacher Program. Membership requirements for the selection committee, responsibilities of mentors and the support of mentors, and the funding procedures are detailed. The outline of this program is beneficial when comparing it to other programs.

---. "Ambiguities and Possibilities in California's Mentor Teacher Program." Educational Leadership. Nov. 1985, 23-29.

Wagner described California's Mentor Teacher Program as not unlike a career ladder or a merit pay plan. However, its elements of evaluation and staff development tend to separate it from both. The program, basically mandated by the state legislature, is built around the premise of mentors assisting and guiding new and/or more experienced teachers and providing staff development programs. Their assistance is not to be evaluative. Wagner attributes the success of these programs to teachers who already possess or are will to acquire adult training and coaching skills. California also has a specific criteria for mentor selection. Wagner pointed out that it has been verified that teachers who are willing to assume added responsibilities within the profession are also those who are most likely to leave it. She is concerned about the resulting dilemma.

Brown, James G., and Cecelia Wambach. "Using Mentors to Increase New Teacher Retention: The Mentor Teacher Induction Project." Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Arlington, VA. Feb. 1987. ED 280 816.

In an attempt to better address the needs of beginning teachers and to increase the retention of beginning teachers in the profession, the California Mentor Teacher Induction Project (MTIP) was created. The induction program consisted of personal contact with a mentor, seminars for mentor teachers, and the provision of formal and informal professional support. An attitude questionnaire, administered to the participants of the MTIP and also to a control group, who did not participate in the project, was used to evaluate the program. The findings indicated that, due to the fact that many new teachers leave the profession, a supportive mentor-beginning teacher relationship might be a solution. Indeed, the first-year teachers involved in the MTIP project did indicate a more intense desire to continue teaching did those not involved in the program. Teachers in the program, also reported they more positive about the profession, as a result of the support given them through their mentor/intern relationship.

Mentor Teacher Casebook (The). Judith H. Shulman and Joel A. Colbert, ed. Far West Laboratory for Educational Research and Development. ERIC Clearinghouse on Educational Management, University of Oregon, Nov. 1987.

These sixty real-life vignettes are products of the Far West Laboratory's two-year study of the first-year implementation of California's Mentor Teacher Program. Unlike case studies, written by outside observers, these vignettes contain the personal successes and failures of mentor teachers active within the program as outlined by the California legislature. The additional requirements of the localized, Los Angeles School District's program were noteworthy, particularly the inclusion of a 30-hour series of training workshops.

Shulman, Judith. "Opportunities of a Mentorship: The Implementation of the California Mentor Teacher Program." Paper presented at the Annual Meeting of the American Educational Research Association. Apr. 1986. ED 278 650.

Twenty-two pairs of mentors and teachers participating in California Mentor Teacher Program were interviewed and asked to complete a series of questionnaires. From this data, a study was developed which used both quantitative survey methodology and qualitative fieldwork. Upon examining ten teacher-mentor relationships, it was concluded that mentoring can change teacher isolation to a more collegial relationship. The highest ratings of teacher reactions to mentorships were the feelings of companionship and assurance, the access to different models of teaching, and assistance in the adjustment to their tasks. The main drawbacks to the program were the time allotted and the sense that they were too few, if any, precedents to follow. Participants stressed the need for training in areas of educational theory, research, and principles of advising. They also felt administrative support and flexibility to accommodate mentoring experiences was essential to success.

Incentive Programs for Teachers. Paper presented at the World Assembly of the International Council on Education for Teaching, Eindhoven, Netherlands, Jul. 1987. ED 284 864.

A study, conducted by the District of Columbia Public Schools, credited the systems' 1985 Intern-Teacher Program with positive implications regarding the encouragement of teachers to return to the profession and increased evidence of professionalism. It recognized that mentors desired more training, since interns relied upon them to provide additional classroom management and organizational skills and assistance with curriculum and lesson planning. Ninety-five percent of the interns felt more confident in their teaching skills as a result of their mentorship. Initial expressions of anxiety seemed to soon subside. D.C.'s program incorporated mentor's evaluation of interns, but recommendations were made to incorporate the principal's input in this evaluation also. It was recommended that mentor teachers received more assistance from resource personnel and it was conceded that, perhaps, ten interns were too many for a mentor to assist. More time for conferencing and observation was needed.

**Beginning Teacher Internship Program Handbook, Indiana's
A+ Program for Educational Excellence. Indiana Department
of Education, Fall 1988.**

This program, mandated by the Indiana legislature, provided guidelines for the induction of education's newest members into the society of teachers. A concrete framework lends itself to provide opportunities for teachers, administrators, university professors, and the State Department of Education to work collaboratively to assist new colleagues. Indiana's program provided for two days of training of mentors, pairings on a one-to-one ratio, and evaluation reserved for administration. Local school districts were to identify mentors and match them with beginning teachers. Through observation and conferencing, mentors were to assist these new teachers through their first year. At the end of the first year, an intern either passes or fails, whereupon he/she must continue a mentor-beginning teacher relationship for a second year. A second failure results in termination of the intern's license.

Clemson, Rochelle L. "Mentorship in Teaching." Action in Teacher Education. Fall 1987, 9(3), 85-89.

Clemson pointed out the discrepancies between the findings of research studies on mentoring and the new mentor programs actually being implemented across the country. Based upon her analysis of the topic, she listed five reasons mentor programs have been a disappointment. The findings of her own research project in 1985 revealed that the most direct indicator of a successful mentor/protege experience was the "personality fit" involved. Therefore, she criticized the limitations placed upon mentor/proteges for spontaneous selection. Secondly, she urged programs not to discredit the mutual benefit received during the mentor/protege relationship by offering monetary rewards, but instead to offer time, certificates, and other forms of honoring mentors for their contributions. As a third factor, Clemson decries programs that mandate meeting times and lengths of sessions, since as the relationship develops, these confines restrict the developmental process of the roles. Requiring mentors to evaluate also contradicts the idea of a relationship built on trust. Finally, the possibility of jealousies and resentments evolving might affect the entire school. Clemson, while looking on the darker side of mentoring, offered suggestions to modify current programs, thus aligning them in a more positive vein.

Driscoll, Amy., Ken Peterson, and Don Kauchak. "Designing a Mentor System for Beginning Teachers." The Journal of Staff Development, Nov. 1985, 6(2), 108-177.

The authors viewed mentoring as the first stage of a "career ladder" provided by districts to enhance teaching as a vocation. Mentoring systems provided support for the beginning teacher, increased the productivity and the commitment of the district's personnel, and contributed to experienced teachers' professional growth. By examining Utah's Teacher Evaluation Project (UTEP), the authors correlated observed characteristics of the program. First of all, relying upon the surveys of 93 participants in an ongoing mentoring program, local orientations outlining goals and expectations, must be provided. At the point beginning teachers enter their own classrooms, individualization is necessary. Beginning teachers, when surveyed, related that the most important assistance given was focused on their classroom performance. This assistance also meant providing specific feedback and discussion. Mentors were relied upon as resources for ideas to use in teaching. Mentor qualities that gained the most admiration included congeniality, helpfulness, and concern. Beginning teachers also stressed a proper "match" in grade level/subject area. Focused, preplanned observations providing guidance were also seen as the mentor's responsibility. The beginning teacher should be encouraged to identify problem areas, and the mentor, in turn, should utilize these concerns into a plan for action.

The Utah system supported a one-to-one ration between beginning teachers and mentors. Two criteria appeared to be essential to mentor selection. These addressed competence and a willingness to serve. Note was made that if a relationship was not productive, a switch should be made. Before beginning to mentor, these teachers should be involved in a structured needs assessment program which should be activity-oriented. The actual implementation of the program would consist of naturally occurring and planned meetings. Beginning teacher' mentor teacher evaluations should be ongoing throughout the process. At the end of the school year, the program should be reassessed and plans made for the next school year. The authors add that a well-planned program should benefit the district, the beginning teacher, the mentor teacher, and ultimately, therefore, the students.

EXTENSION OF MENTOR-TEACHER PROGRAMS
INTO STAFF DEVELOPMENT PROGRAMS

A Nation Prepared: Teachers for the 21st Century. The Report of the Task Force on Teaching as a Profession. Third printing by The Carnegie Forum, New York, May 1986.

The Plan supported the philosophy that teachers must be empowered to make crucial decisions concerning materials, instructional methods, staffing structures, organization of instructional times, students, consultants, and the allocation of resources made available to the schools. Thus by employing this expertise, as in the case of Lead Teachers, schools will advance professionalism.

Tomorrow's Teachers: A Report of the Holmes Group--1986. The Holmes Group, Incorporated. East Lansing, Michigan.

Looking toward the future, more differentiation between teacher's roles could professionalize teachers, and advance others into leadership roles. The Holmes group urged that these leadership roles, when combined with teaching itself, will "keep such teachers actively committed to improving their schools" (40). The term "protege" was criticized for the negative connotations it held for the teaching field, by "labeling" and thus implying status differences.

Dwyer, David., and Charles Fisher. "Learning From Each Other: The Skill and Wisdom of Excellent Teachers Must Be a Major Source of Learning for Other Teachers." Resources and Practice. Sum. 1986, 4(2), 1-2.

Dwyer and Fisher related a story of a twenty-five year veteran teacher being honored at a retirement program. Whether this was an actual report or not, is not significant. the fact that this scenario is repeated hundreds of times a year throughout the nation IS important. What happens when a group of experienced teachers gather--a substantial accumulation of years of experience--is noted. What is lost when an outstanding veteran retires is that all those years of skill and expertise are lost to her/his peers. This waste, in the educational field, could be changed into staff development, passing down those hard-learned facts and skills to the present generation of teachers. Teacher isolation should be wiped from the profession. Effective schools are beginning to encourage teachers to talk together and share ideas and techniques. Every effort must be made to create "windows" into classrooms that will allow teachers to learn collaboratively, giving back to the profession their most precious gift--experience.

Rosenholtz, Susan J., and Susan J. Kyle. "Teacher Isolation: Barrier to Professionalism." American Educator. Win 1984, 10-15.

Rosenholtz and Kyle encouraged collegial "experience swapping" as a means of breaking down the barriers that prevent teachers from learning from each other. This process of collaboration would not only help the individual teacher's effectiveness in the classroom, but would also establish new professional growth and development. Professional dialogue is considered important because it would allow teachers to share ideas and cooperate in problem solving activities, as well as develop better teaching skills. It would also help colleagues develop common goals and look for ways to attain them. By means of professional conversation, a school's instructional program would gain continuity. The authors contended that two-thirds to three-fourths of all teachers leave the profession in the first four years, and that the main reason for this is isolation among teachers. It has not been seen as "in" to have other teachers swap and share ideas and solutions to problems, for fear some weakness might be disclosed.

Berman, Paul., and McLaughlin, Milbrey W. Federal Programs Supporting Change. Vol. VIII: Implementing and Sustaining Innovations. Santa Monica, CA: Rand, May, 1978.

This research study examined the stimulation, spread, and duration of educational innovations during the early 1970's. The research, though exploratory, was aimed to form hypotheses, not to test them. The findings revealed that the difference between success and failure of programs depended primarily on HOW districts implemented their projects, and not on the existence of federal sponsorship. The implementation strategy, not monetary availability, and the dedicated involvement of the local faculties, signified the degree of success. Ultimately, a sense of efficacy and the rekindling of enthusiasm among teachers were seen as constituting the most major positive effects on all classrooms.

McKibbin, Michael., and Marsha Weil, and Bruce Joyce. Teaching and Learning: Demonstrations of Alternatives. Association of Teacher Educators. Washington, D.C. 1977, 70-90.

The models of teaching seen useful in adult/equalitarian relationships as mentoring or peer coaching were outlined in the last two sections of this book. References are often made to these models when dealing with adult learning. the authors' research in these areas breaks down the processes in an orderly sequence of model summary, planning guide, and finally a teaching analysis guide. This structure is an outgrowth of research on management of change in teacher education programs at the University of Nebraska with the first national training institute of the U.S. Teacher Corps.

Berman, Paul, and Milbrey McLaughlin. "Retooling Staff Development in a Period of Retrenchment." Educational Leadership. Dec. 1977, 191-194.

Relying upon their findings concerning the essentials of successful change agents, Berman and McLaughlin focused their attention on profitable staff development programs. Their main discovery was that no matter how terrific a project was, unless the school administration and local staff felt it was beneficial, all the money in the world could not produce a positive outcome. This local staff also had to play an integral role in developing materials, planning sessions, and participating in the hands-on activities associated with the training sessions. The "change agent" research also presented evidence that in order for teacher training to be successful, a developmental model, focusing on problem solving methods, provided a more effective approach to this development. The principal must play an active role managing this educational system. Of importance was the finding that small groups, working collaboratively on the same issue, helped bring about success. Release time was seen by the teachers involved, as a more valuable reward than monetary compensation.

Loucks, Susan F., and Patricia Zigarmi. "Effective Staff Development." Educational Considerations. Win. 1981, page numbers not available.

Though research has shown that change is a developmental process, Loucks and Zigarmi criticize legislatures, administrators, and staff developers for repeatedly applying the "shot gun" approach to staff development. Relying upon previous research and their own studies and experience, Loucks and Zigarmi recommend a four phase developmental plan. All phases of their plan rely heavily upon teacher involvement and participation, calling for "people activity." The first phase, orientation and preparation involves teachers in planning, stating expectations clearly and concretely, providing a "safe" learning environment, and allowing for opportunities for active involvement and practice during training. The second, or implementation phase, would utilize opportunities for follow-up activities, a continual assessment of needs, and reinforcement of effort by administrators and staff developers. The third phase would be one of maintenance. During this time, ongoing administrative support is crucial, additional problem solving activities would allow teachers to work collegially. The final phase, one of refinement, is one often neglected. Within this phase teachers learn to use self observation to evaluate their own progress. Individualization, allowing opportunities for choice, providing leadership opportunities, and all the while supplying administrative support are crucial to refinement. Combining many of these elements will better ensure the success of the program. Loucks and Zigarmi see the utilization of teachers as trainers as being a value staff development tool.

Thies-Sprinthall, Lois and Norman. "Experienced Teachers: Agents for Revitalization and Renewal as Mentors and Teacher Educators." Paper presented at the Annual Meeting of the American Educational Research Association, Washington D.C., April, 1987. ED 284 340.

The authors did not believe that adult mental growth and development diminish with age. Recent research is used to support their belief that adults at a higher developmental stage have a greater ability to "predict human behavior in complex situations."

In order to train these adults as mentors, "conventional educational experiences" must be changed. Long-lasting benefits cannot be produced by typical workshops. Five studies in Minnesota provided insight into a new program that "incorporated developmental intervention with adults." When given role-taking responsibilities with time allowed for "reflection," developmental stage movement was seen. The final study, conducted by Thies-Sprinthall in 1980, reported the pitfalls of mismatching teaching styles.

Using these and other studies as background material, the authors assisted in structuring the North Carolina teacher induction program.

Little, Judith Warren. "Norms of Collegiality and Experimentation: Workplace Conditions of School Success." American Educational Research Journal. Fall 1982, 19(3), 325-340.

Little's "semistructured" interviews of 105 teachers and 14 administrators at four perceived successful and two perceived unsuccessful schools led to her analysis of schools as workplaces. Little took care that, throughout the interviews, "teacher talk" was kept intact, uninterpreted or inferenced by the interviewer.

Little concluded, through her analysis of teacher interactions that "continuous professional development" is best achieved when teachers participate in "frequent, continuous, and increasingly concrete and precise talk about teaching practice...are frequently observed and provided with useful...critiques of their teaching...plan design, research, evaluate, and prepare teaching materials together...teach each other the practice of teaching" (331). Since these four practices so determine success or failure, Little designates them as "critical practices of adaptability" (332). Collegial reciprocity, as a concrete, relevant act, was seen as the ultimate willingness of teachers to achieve understanding of practices and success. Little sees great power in the schools as provider of a learning environment for ALL within. "Staff development appears to have greatest prospects for influence where there is a prevailing norm of collegiality" (339).

Little, Judith Warren. "Teachers as Teacher Advisors; The Delicacy of Collegial Leadership." Educational Leadership. Nov. 1985, 34-36.

As Senior Program Director for Far West Laboratory for Educational Research and Development, Judith W. Little used the Teacher Advisor Project at Marin County Office of Education as an opportunity to examine teacher-advisor relationships. Through a joint venture, these two organizations analyzed video-tapes of advisor-teacher conferences based on classroom observation. Two commonalities surfaced. Conferences were "ego boosting" to the teachers, and, they gave advisors the rare opportunity to work inside teachers' classrooms. From these conferences, advisors and teachers collaborated on a list of ways they successfully looked at teaching. These formed the Six Principles of Advising (p. 35). In the absence of traditions teachers used to get advice, these two groups supported facilitation and support rather than leadership and assertion.

Bird, Tom. The Mentor's Dilemma, Prospects and Demands of the California Mentor Teacher Program. Far West Laboratory for Educational Research and Development. San Francisco, CA. Jan. 1986.

Bird addressed four questions concerning the California Mentor Teacher Program. He questioned what districts are being ASKED to do, what they ARE doing, what their PROSPECTS are, and what SHOULD be done to implement the Teacher Mentor Program. He saw the legislature as provider of the incentives. Acknowledging that this program is virtually without precedent and is affirmative instead of remediating, his prospects for the program are also affirmative. Benefits to both the mentor and the beginning teacher are experienced. As teachers gain prestige, through serving on committees to select mentors, or by mentoring themselves, they are influential to their peers. He stressed that all teachers need the opportunity to experience this exchange and the feeling of leadership. By identifying an increasing number of mentors, he felt tensions based on competition could be lessened. Full realization of mentors as seeing mentoring as "extra pay for extra skill: is still a ways off, however, he felt this assertive mentor position was desirable. Mentors needed time and the extra money for training, materials, and time off for observations to make the most positive influence on others. Some of the prospects could involve teachers' organizations limiting experiences between certain mentors and teachers, and the importance of confidentiality. On-going research is also recommended.

Krupp, Judy-Arin. "Mentoring: A Means of Sparking School Personnel." Journal of Counseling and Development. Oct. 1985, 154-155.

The results of an pilot mentoring project in an elementary in one school system and a secondary school in another system in rural Connecticut during 1981-82 year are reviewed. No age or role restrictions were presented, as the investigators wanted to see how relationships developed naturally. Training was given to increase the understanding and skills needed for teachers to establish meaningful mentor relationships. Participants reported gains in self-awareness, personal growth, a sense of worth, and friendship. Based on these interviews, Krupp advocated that those involved in education must "legitimize" the mentoring process. She further recommended that counselors could serve as facilitators of mentor/protege projects.

Lambert, Dale., and Linda Lambert. "Mentor Teachers as Change Facilitators." Thrust. Apr./May 1985, 28-32.

Dale Lambert, Lagunitas, California, School District Superintendent and Linda Lambert, Consultant to Principals, Marin County Teacher Advisor Project, as designers and implementers of research-based staff development programs, related their findings relative to their research study about adult learning. Of interest were their interviews with 28 leaders in the field of staff development, most particularly questions and answers concerning beneficial, personal mentor relationships. The authors defined mentor skills and qualities and advanced guidelines could be used to implement a staff development program based upon the mentoring process.

Servatius, Joanna Dee., and Shareen E. Young. "Implementing the Coaching of Teaching." Educational Leadership. Apr. 1985, 50-53.

Discussing the implementation of Santa Clara County's pilot Teacher Advisor Program, Servatius and Young stressed the importance of training sessions in learning Master Teaching and Classroom Management. Teacher advisors were selected from the ranks. Candidates' responses were rated by a panel. The training included an understanding of the impact of the training itself, coaching strategies, practice in these strategies, and additional practice with a trainer, observing real classrooms and volunteer teachers, and conducting conferences. After a three-day training session, the advisors went to work. The teachers and advisors participating in the program reacted favorably to the gain of confidence, supportive feedback, and overall positiveness of the program. Because of the success of the first year pilot program, five secondary advisors have been selected to join the group for 1986.

Thies-Sprinthall, Lois. "A Collaborative Approach for Mentor Training: A Working Model." Journal of Teacher Education. Nov./Dec. 1986, 13-20.

This author, upon examining current induction programs, called for the resurrection of an idea proposed many years ago, one that would empower teachers to instigate their own staff development programs. Teachers would become trainers of mentor trainers. Therefore, beginners would be assisted by mentors and mentors would ultimately be assisted (trained) by other teachers. Thies-Sprinthall stressed the importance of the mentor-training that is school-based, on-site, and occurring over a considerable amount of time. Instruction for the mentors, she added, must be based upon theory and research. After implementation of this plan in two local districts (one urban, one rural), Thies-Sprinthall, studied feedback obtained from conducting 15 three-hour sessions for the course and 6 three-hour sessions for the practicum, involving 12-14 teachers. The teacher-trainers, in their journals and discussions, reported of their own growth, of an increase in self-knowledge, and even some conditions that were extremely uncomfortable. However, even these unfavorable conditions resulted in a sense of autonomy and a feeling of directing one's own development, for the mentor trainer. The mentors, via tape-recorded lessons and conferences, all thought the training made them more effective teachers. Thies-Sprinthall concluded a mentor's role is complex, requiring expertise in areas of skill demonstration, observation, and coaching, and it is not reasonable to assume that minimally trained classroom teachers can achieve a level of competence needed to assist their colleagues.

Wagner, Laura A. "Mentoring Teachers for Staff Development: California's Approach. Threshold in Education. Aug. 1987, 13(3), 14-19.

In essence, Wagner shifted the responsibility of California's Mentor Program from the California legislature to the local districts. She stated that, dealing with data that has been gathered in the four years of the program, the focus of the program has been on curriculum development. She felt the real strength of the program lies within the realm of teachers working out problems collaboratively. If this interaction is to occur, she insisted, teachers must be actively involved and given the time to do so. She believed that if the American public sees their children benefit from the educational improvements which could occur from this teacher involvement, then they would be more willing to increase their monetary support.

Gersten, Russell, et al. "The Fragile Role of the Instructional Supervisor in School Improvement." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. Apr. 1986. ED 270 854.

The findings of this study of the effectiveness of consulting teachers in a large school district revealed that training was crucial to the success of this interaction. The researchers admit that this type of training is "fairly unusual" and expensive. Peer coaching was a technique taught to the consulting teachers. These teachers, then used coaching as their main vehicle in working with other teachers. Results stressed that, in order to successfully implement a strategy it must be clearly defined. Even with training, the more subtle consulting teachers needed not only training, but also more coaching while they were practicing strategies themselves. One of the positive subtleties of the program was an increase in professional conversation between the teachers involved.

Joyce, Bruce., and Beverly Showers. "The Coaching of Teaching." Educational Leadership. Oct. 1982, 40, 4-10.

Joyce and Showers used data collected at Lazarus High School in Sacramento, California, to complement their research in the area of teachers coaching teachers. These studies reflected the value of coaching in implementing models within the teaching profession. Relying upon their own study of skill development, they defined the training process as including adequate time for the study of the theory (20-30 hours), 15-20 demonstrations of the model to be observed, and adequate practice of the model, before the training would be implemented within individual classrooms. This process was enhanced by on-going coaching, which involved companionship, technical feedback, application, adaptation, and finally, personal facilitation. All this, they noted, parallels athletic coaching techniques.

Showers, Beverly. "School Improvement Through Staff Development: The Coaching of Teaching." Making Our Schools More Effective: Proceedings of Three State Conferences. Jun. 1984, 251-257. ED 249 576.

Showers addressed her concerns about inservice sessions of teachers. She called for some radical changes in order to facilitate transfer of training to classroom practice and to make these sessions an integral part of school improvement systems so that change can be sustained. Relying upon the results of her 1982 coaching study, Showers reiterated the need for coaching of the new strategies. Without coaching, the new strategies were practiced less and less and eventually lost. Also, teachers who practiced without feedback, did not develop skills to their potential. Showers conducted a second study (1983). Six peer coaches, drawn from those who participated in Showers' first study, were trained and assigned to coach teachers. A control group of uncoached teachers was also observed. At the end of the study, the uncoached teachers' mean score was 9.5, while the coached teachers' was 12.0. Coached teachers also reacted positively to the peer coaching experiences. In order to be successful, Showers contended that the school system, administration, in particular, the teachers' principals, must perceive the process of peer coaching/staff development as beneficial and profitable for all. New norms must be established, suggested Showers, countering isolationism with collegial facilitation. Effective training is also essential.

Showers, Beverly. Peer Coaching: A Strategy for Facilitating Transfer of Training. R & D Center for Educational Policy and Management, Division of Educational Policy and Management, College of Education, University of Oregon, Oct. 1984.

The study involved samples taken from a mixture of groups of teachers and subject areas from six area middle and junior high schools, whereas student samples consisted of intact classes representative of the teachers involved. Six peer coaches (4 males and 2 females with an average of 14.83 years teaching experience) and 21 teachers (5 males and 16 females with an average of 12.48 years teaching experience) were recruited from two school districts. All the peer coaches were full-time teachers during this project. The expertise and professional level of the coaches was judged as being superior/ Correlation studies were undertaken to determine teachers' conceptual levels to transfer of training rates. Showers identified peer coaches as those teachers "instructed to provide support and encouragement to their teachers as they attempted new models of teaching, to provide technical feedback on the congruence of model trials with ideal performances, to analyze with teachers the appropriateness of models for various curricular applications, and to discuss with teachers adaptations of the strategies to students" (p. 17).

Showers concluded that, from the evidence gathered, technical feedback was crucial to the efficiency of developing the skills and cognitions practiced. Likewise, teachers resisting coaching, had the same scores as those who were uncoached. Showers found that there was little doubt that teachers could be trained in a fairly short period of time to provide follow-up training for fellow teachers. Continuing access to a consultant was reported by the peer coaches as being essential. In fact, it was noted that while peer coaches were coaching others, they became their own best students, implementing the same teaching strategies into their own classrooms a direct relationship was also seen between student success on conceptual attainment, but no difference on general, objective tests of facts, definitions, and concepts.

Showers recommended that, due to the benefits enjoyed by peer coaches in this project, all teachers should be peer coached. She noted that coaching without training, however, appeared to be extremely uneconomical. The importance of direct involvement by the principal in this type of program was also evident. Principals must create new norms that diminish teachers' feelings of incompetence, as this is breaking new ground in the field of education. A coaches manual, providing guidelines for such a program, was included.

Joyce, Bruce., and Beverly Showers. "Low-Cost Arrangements for Peer-Coaching." Journal of Staff Development. Spr. 1987, 8 (1), 22-24.

Joyce and Showers revealed a strategy, that when employed by administration, could create a low-cost staff development program. The guidelines included freeing teachers from classrooms for observations, without employing substitutes, by taking their classes, creating larger than normal classroom grouping on a temporary basis, enlisting volunteer aids, seeking out student teachers, organizing team teaching, and the use of audio- or videotape equipment to record lessons.

Leggett, Diana, and Sharon Hoyle. "Peer Coaching: One District's Experience in Using Teachers as Staff Developers." Journal of Staff Development. 8 (1), 16-20.

Leggett and Hoyle have examined Fort Worth (TX) Independent School District's staff development program, which incorporated a peer coaching program. Leggett and Hoyle pointed out the problems with traditional inservice programs. These included employing "one shot" workshops, neglecting follow-up for individual teachers, ignoring individual needs and concerns, and failing to provide support for the teachers involved. Within the Fort Worth project, the authors saw employment of remedies to correct these problems. Teachers were trained as trainers of other teachers. Teachers were then trained to coach, and they coached each other in the implementation of the strategies within their own classrooms. Learning a skill was one thing, but implementation of that skill into practice, as research indicated, relied upon practice and coaching of that skill. Teachers were also released from their classroom assignments to receive supplemental training. Five favorable accounts of the coaching experience were given by participants of the program. The importance of the principal providing a climate wherein this type of collegial exchange may take place was credited. As a result of this project, teacher participants were seen to invite additional training in and mutual examination of their product.

Sparks, Georgea Mohlman et al. "Evaluation of a Six-Step Staff Development Model for School Improvement." Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA. Apr. 1984. ED 254 954.

Wayne State University personnel collaborated with schools from 19 school districts in the Detroit, Michigan area to guide teachers through a change process. The process included local awareness and commitment, needs assessment, internalized planning, implementation of the plan, evaluation, and reassessment. Fifteen of the 19 schools involved evaluated the program as successful.

Showers, Beverly, "Teachers Coaching Teachers." Educational Leadership. Apr. 1985, 42, 43-48.

Showers cited research she and her colleagues at the University of Oregon have conducted on the coaching of teachers. The purposes of coaching, as observed in their studies, centers around the building of a community of teachers, sharing of a common language, and the usefulness of coaching as a follow-up to the training to acquire new teaching strategies. She noted that districts are using coaching to fulfill staff development needs. Citing teams she has worked with, she records that this coaching process, once attained, is a continuous program. The principal's support of such a coaching program is very influential, and probably signifies its success or failure. Although coaching is a classical concept, she stresses that it must be treated as an innovation in education.

Krupp, Judy-Arin. "Mentoring: A Means By Which Teachers Become Staff Developers." Journal of Staff Development. Spr. 1987, 8(1), 12-15.

Krupp's conclusions were drawn upon her research in the Connecticut schools (1982-84). She sees positive gains by the protege, the mentor, and ultimately the organization itself. Limitations on time, inappropriate expectations, jealousies, and overdependence are problems that might be encountered. She concluded her article by explaining positive mentoring procedures she had witnessed in Connecticut. Those developing the plan gained support of the administration, presented their plan to the staff, arranged socialization opportunities, and offered workshops. Her experience with mentoring as a staff development program was positive.

Anastos, Joy, and Robert Ancowitz. "A Teacher-Directed Peer Coaching Project." Educational Leadership. Sept. 1987, 10-12.

Four teachers at Central School in Larchmont, New York, in 1984, jointly developed the Collegial Interaction Process "to increase their instructional effectiveness." Their process included discussion of materials; preconferencing about observation; observation and videotaping; self-analysis; peer interaction, analysis, and coaching; and practice. Prevalent barriers of the anxiety that corresponds with observation (evaluation), of being videotaped, and being out of their classrooms hampered some participants. Results of the process, as reported in interviews showed that all participants felt the program had met their "needs for professional growth" and had helped relieve "burnout" and break down isolation.

Munro, Petra., and Jack Elliott. "Instructional Growth Through Peer Coaching." Journal of Staff Development. 8 (1), 25-28.

The authors described the peer coaching program at Forest View High School, Arlington Heights, Illinois, in 1985. The goal established for this program was to improve teacher effectiveness through teacher-collaboration, thereby increasing student learning. Of the 38 action plans examined, the participants concluded that, compared to traditional supervision, peer coaching provided many more benefits. Reactions to the program included positive reinforcement for teachers, breaking down isolation, and overcoming initial anxieties to peer observation. The negative aspects involved needing more time for observations and conferencing and more time needed for training to increase peer coaches' observation and feedback skills.

Edwards, Sara A., and Susan Barnes. "A Research-Based Staff Development Model That Works." Educational Leadership. Apr. 1985, 42, 54-56.

Edwards and Barnes, focusing on their own research findings from change studies and effective teaching studies, defend the Research in Teacher Education (RITE) program, originating in the Research and Development Center for Teacher Education at The University of Texas. One hundred fifteen teaching behaviors are identified and together they provide a working profile of a teacher who is most likely to be a successful candidate to assist other teachers. Successful strategies, identified in change studies, are employed by these effective leaders. When field tested, the RITE program was praised by a San Diego school district. The program is praised for its cost-effective, time-saving advantage, due to its employment of local personnel solving local problems.

Sparks, Georgea Mohlman. "Synthesis of Research on Staff Development for Effective Teaching." Educational Leadership. Nov. 1983, 41(3), 65-72.

Sparks hailed the value of peer observation as a means of teachers gathering valuable feedback to be used to improve overall teaching skills. She noted that teachers do not often benefit from this valuable exchange due to the traditional education setting. Sparks supported peer coaching as an appropriate staff development tool, one that encourages collegiality and can be an uplifting experience for the pair involved, as observed in her peer-observation study of 1983. Her study (1983) also showed that peer coaching was most beneficial when learning a new skill or strategy, as would be the case for beginning teachers, or experienced teachers introducing new skills to their repertoire. Sparks related her findings that localizing training is preferable to bringing in a trainer from the outside. By utilizing local teachers as trainers, costs would also be lowered.

SUMMARY

At first glance, a discussion of mentors or apprentices would appear to belong in the Dark Ages, years before the days of formal education. Anderson and Shannon (1988) parallel the relationship between the Odyssey's Mentor and Telemachus with the present day professional mentor and the intern (38). Those in the field of education view "mentoring" as a means of inducting new teachers into the profession. The age-old tradition of an apprentice learning the skills of a trade from a master is alive and well. Ironically, Daloz contends that mentoring has been resurrected just in time to bring renewal and preservation to a modern educational system: to complete the developmental process of teachers (24).

The Holmes Group, in the report Tomorrow's Teachers (1986), calls for expanded educational leadership opportunities which, when combined with regular classroom activities, will empower teachers to actively improve their own schools (40). Continuing to allow effective, experienced teachers to retire and take their expertise with them has crippled today's educational system (Dwyer and Fisher, 1). Teacher isolation, beginning in the early days of a career, has set up barriers that prevent teachers from learning from each other (Rosenholtz and Kyle, Feiman-Nemser and Floden). Rosenholtz and Kyle have contended that "two-thirds to three-fourths" of teachers who leave the profession do so in their first four years.....And the reasons teachers cite for leaving result from their isolation: doubts

about their ability to succeed with students, lack of opportunity for professional growth and development, conflict with principal or colleagues, and failure to deal effectively with student misbehavior" (5).

Research studies have revealed that the mentor relationship plays an important part in the development of a professional (Levinson, Kram, Bova and Phillips). Mentor relationships among teachers are not new (Gehrke and Kay). Some question the value of a "mandated" or forced relationship while casual, naturally occurring ones are already in place (Egan, Stahlhut, Fagan and Walter, Galvez-Hjornevik, Gehrke). Since Feiman-Nemser and Floden report that "the practical wisdom of competent teachers remains a largely untapped source of insights for the improvement of teaching" (505), intentional mentoring, as a means of transmitting that knowledge on to new members of the educational family (Anderson and Shannon), might be recommended.

Levinson has stated that the success of one's life, the "realization of a man's Dream" (98), depends upon the development of a positive mentor relationship at developmental stages of life. Kram also supported the necessity of having a mentor during different stages of life. Her study detailed the benefits that the relationship had for the mentor (161). By guiding a younger person in the workplace, mentors stayed in touch with the youthful sides of life, kept up-to-date on technical advances, and grew in the confirmation of being able to pass on wisdom and experience (159). Levinson and Kram cited the

potential of establishing mentor relationships at every stage in one's career. Kram also noted that "this potential is rarely realized" (159). Levinson agreed that, "Given the value that mentoring has for the mentor, the recipient and society at large, it is tragic that so little of it actually occurs" (254).

Mentoring programs, as have been mandated by several states, are seen today as a means of providing support for beginning teachers, thus increasing their productivity and commitment and all the while contributing to experienced teachers' professional growth (Driscoll, Peterson, and Kauchak, 108). Gehrke and Kay described mentors as being genuine, caring professionals who were willing to take the time to assist another teacher. They were dedicated, friendly and outgoing, patient and influential (23). A mentor role has also been described as synonymous to the role of a resource linker, facilitator, trainer, colleague/coach, and supervisor (Kent, 31-33). Undoubtedly, the relationship was most productive when both parties desired its evolution (23). Methods for assigning mentor responsibilities varied from program to program. Some programs called for spontaneous selection (Clemson), while others conducted formal interviews and finalists were chosen by a committee of administrators and peers (Wagner, 1985, 26). Research revealed that relationships were more beneficial if the mentors and the intern taught the same grade/subject, or taught nearby (Huffman and Leak, 24).

Once the mentor selection is made, mentors should be involved in training of adult learning theory (McKibbin, Weil,

and Joyce, 80; Joyce and Showers, 1982, 5; George, 96-98) and advising/coaching skills (Little, 1985, 35; Servatius and Young, 52-53). The Rand Study (Berman and McLaughlin, 75-77) revealed that HOW projects were implemented definitely effected the project's success (75-77). Therefore, after a group of teachers are trained, the Thies-Sprinthall would advise that these teachers become trainers of the mentor trainers, who, in turn, would actually train the mentors (15-16). Thies-Sprinthall saw the benefits come full circle for the trainers, as they became empowered to run their own staff development programs and they received first hand experience as trainee and trainer, allowing them to see the situation through the beginning teachers' eyes, too (15, 18). Structuring the local plan around an initial needs assessment investigation (Driscoll, Peterson, and Kauchak, 114), a district's own teachers would gather materials and present those materials in an aim for all to participate collegially in the problem solving task (Berman and McLaughlin, 1978, 29, 32).

Another crucial aspect of a mentor program involves the factor of time. In order for focused conferencing, observations, and technical feedback to be shared, adequate time must be allotted (Butler, 49; Hawk, 63; Bird, 30; Shulman, 19-21; Clemson, 88; Showers, 1985, 48).

Administrative support of such a program was also seen as influential to its success (Berman and McLaughlin, 29; Shulman, 17). It was preferred that mentors not be involved in formal evaluation of the intern (Showers, 1985, 46; Wagner, 1984, 6-7;

Clemson, 88). However, many programs incorporated the mentor's evaluation of the protege (Huffman and Leak; Incentive Programs).

Researchers used different terms to describe mentoring, interns, and the programs themselves. Most programs reported a "successful feeling" among participants. Since this is an area that is difficult to measure statistically, polling satisfying, successful results will give direction to a beneficial mentoring program.

CONCLUSION

Collegial mentoring, typically used to facilitate the induction of new teachers into the profession, may also be used as a developmental program for veteran teachers (Little, 1985, 34-36; Showers, 1985, 45-46). The induction of new members into a profession by wiser, more experienced members most often determines a successful, satisfying career (Levinson, 97; Schmidt, 7; Bova and Phillips, 19; Roche, 28). The development of naturally occurring mentor relationships, though more ideal (Egan, 14; Fagan and Walter, 117) is not always present in the workplace (Levinson, 254; and Kram, 159). Studies have shown that mentoring is valuable for both the new member and the mentor (Levinson, 253-54; Kram, 161), and that sometimes, due to the pressures of work, is often overlooked (Kram, 159). Levinson reports that "he {the mentor} needs the recipient of mentoring as much as the recipient" needs him (253). Today's educational system has looked to formal, even mandated mentoring as a means of inducting its newest members (California; Indiana). Rosenholtz and Kyle believe that by using mentor relationships to break the barriers of isolation, new teachers may be enticed to remain in the profession (5). Dwyer and Fisher further contend that innumerable years of expertise are lost when teachers retire, that otherwise could be shared (1). Mentors share their expertise in areas of classroom management and sharing teaching techniques (Huffman and Leak, 23; Driscoll, Peterson and Kauchak, 109-110; Sultana, 3), as well as supply the necessary support (Boser and Wiley, 6; Butler, 48) needed to make their work

satisfying.

Although mandated mentor programs are relatively new, there is evidence of their success (Wagner; Brown and Wambach; Shulman; Incentive Programs). Most of the programs' guidelines were mandated by state legislatures, but local districts were on their own to select and train mentors, matching them with a new teacher for a one to two year relationship (Indiana). Many mentors and interns felt more training in adult learning theory and coaching, and more time was needed to do an adequate job (Butler, 49; Kent, 31-32; Shulman, 20-21; Stahlhut, et al., 13).

Realizing that mentor programs provide so many advantages both to the beginning teacher and the mentor (Hawk, 62; Godley, et al., 20; Levinson, 254; Kram, 161), local districts should incorporate this idea into staff development for all teachers (Wagner, 1987, 17-18). By changing the relationship from mentor-to-protege, implying a hierarchy of status, to one of peer-to-peer, implying equal status, a more applicable system comes into focus. As Berman and McLaughlin discovered in the Rand Study (1978), teachers internalizing their needs into their own program representing their own goals and objectives, has a much better chance of success (32). Therefore, as evidenced by Anastos and Ancowitz, teachers directing their own mentor/peer coaching project, the results can be very positive (3-6). Loucks and Zigarmi also recommended a four-phase developmental plan relying heavily on "people activity," which places teachers in charge of materials, training, and the coaching of each other to produce the desired effects.

Lois Thies-Sprinthall recommends that teachers become trainers/coaches of fellow teachers, thus providing professional growth for all (15). Combining collegiality (Little, 1982), practice of advising, which includes technical feedback, or conferencing skills (Little, 1985, 35), and a study in adult learning theory and transfer of training (Little, Showers, Wagner), a mentor/peer coaching program could take form. Showers' research (1984) reveals that while coaching others, teachers "become their own best students" (50). She further states that technical feedback after teacher observations is crucial to learning a new skill or strategy (53). Bird supports the belief that the mentoring builds a professional relationship and more teachers gaining prestige will promote an influence for more teachers to strive for and reach this prestigious level (184).

Research favors the idea of a one-to-one mentoring ratio (Driscoll, Peterson, Kauchak, 112). This relationship allows for more benefits of reciprocity. All of this must be done in a very unevaluative way, so that teachers can assess themselves and "risk" seeking advice from a peer so that they can collaboratively work toward problem solving (Leggett and Hoyle, 18-20; Munro and Elliott, 25, 27).

Of extreme importance to the success of such a peer coaching program is the principal's support in such an endeavor (Leggett and Hoyle, 19-20; Showers 1985, 47-48; Little, 1982, 337). Allowing expert teachers to work with their peers in an unevaluative, coaching role would, as Little (1982, 339) sees it,

provide a learning environment with high expectations for all within. Rosenholtz and Kyle support this idea of the utilization of hundreds of hours of expertise, that too often lies dormant within school walls, as a means of revitalizing the profession (5). Levinson appropriately states that "given the value that mentoring has for the mentor, the recipient and society at large, it is tragic that so little of it actually occurs" (254).

RECOMMENDATIONS

Based on the research presented in this paper, it is recommended that:

1. more research be conducted on mandated Mentor Teacher Programs.
2. more research be conducted on staff development programs utilizing teacher/trainers and employing peer coaching techniques.
3. more research on the effects of adult learning theory training on the success of staff development programs.
4. more research on staff development programs that employ local teacher planning, teacher implementation, time allotted for conferencing, observation, and technical feedback.
5. mentor/beginning teacher induction programs be mandated throughout the nation.
6. peer coaching be institutionalized within this country's schools as a staff development program.
7. teachers be trained as trainers (coaches) of teachers, receiving specific training in adult learning theory, advising skills, and transfer of training.
8. teachers be given time for collegial coaching and sharing their expertise.
9. administrators show support for collegial interactions among teachers.

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II. Educational Background

A. Degree

- 1. Bachelor of Music Education
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B. Employment

- 1. 1968-71 Mulvane, Kansas - Elementary Music
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7/8

III. Qualifications

A. Mentor Teacher

B. Mentor teacher trainer

Last spring I was selected to be a mentor trainee. I attended a three-day workshop given within the Penn-Harris-Madison School Corporation for mentors. Pam Robbins, an educational researcher from Napa County, California, was the presenter. She, and the subject, inspired me to learn more. I attended another two-day workshop offered by the corporation, and also presented by Ms. Robbins, this past summer. In August, I was asked to assist in presenting a two-hour mini workshop for beginning teachers. Through all of these experiences I have become aware of the potential of mentoring and collegial coaching to the teaching profession. This past school year two other colleagues and myself wrote a mentor-training module for our school corporation. We presented that module in four two-hour workshops to twenty teachers within our school corporation. I want to know more about the strengths and weaknesses of this program, not only for beginning teachers, but for ALL teachers.